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ABSTRACT

GRADES OR AGES: Grades 7, 8, 9, and 12. SUBJECT MATTER: Guidance. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is in two parts. Part 1 contains three sections: Introduction, How Guidance Works, and Supporting Functions of Guidance. Part 2 contains seven sections: Course of Study, Grade 7, Grade 8, Secondary Schools; The Challenge of Grade 9, For Pupils in Service, Occupational and Special Vocational Courses, and Grade 12. Each section is subdivided into units, with an indication of the number of class periods required. The guide is printed by letterpress and saddle stitched with a soft cover. OBJECTIVES AND ACTIVITIES: The general objectives are set out in the first part and detailed objectives are suggested for each unit. Suggested activities are displayed in a box in each unit. INSTRUCTIONAL MATERIALS: Reference materials for teachers and pupils, including audio-visual aids, are listed for each unit. STUDENT ASSESSMENT: Details for the maintenance of student records are included in part 1. (MBM)

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Curriculum I:3 and S:5

# GUIDANCE

## Intermediate and Senior Divisions

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# GUIDANCE

# Part I

## INTRODUCTION

Guidance in the schools is aimed at helping the student know himself. It is tacit acceptance of the school's responsibility to help the student with educational, vocational, and social decisions in a complex and changing society.

Briefly, the guidance program is intended to help the student understand his own potentialities and develop them to the full. It should also help him assess the educational and vocational opportunities that await him after graduation so that he makes the wisest choices and adjustments in choosing his role in life.

Guidance, which should permeate the whole school program, is based on the premise that each person is a unique individual with his own worth and that he can make a contribution to society if he develops his own potentialities and abilities.

An effective guidance program requires the help of all school personnel, the home, and the community. The pivot of the program, however, is the guidance counsellor who must have a sound understanding of teaching philosophy and practice. He should, himself, be mature and well integrated, a person of integrity, discretion, and understanding, and he should possess unconditional, positive respect for children. As well as these attributes and a knowledge of pedagogy, the guidance counsellor requires specialized training.

# HOW GUIDANCE WORKS

The guidance worker performs two basic services in the school: group work and individual counselling. In order to perform these services, the guidance worker must keep complete records, maintain comprehensive information about educational and vocational opportunities, and establish a workable relationship with the community at large.

## COUNSELLING

Counselling should be provided for the student at each stage in his development. In addition, it must be available whenever the student, himself, feels the need or when people who know him consider he needs help. In a well established guidance program, the student should automatically turn to the guidance counsellor when he needs assistance. Because the counsellor offers his help at an interview with the individual student, the interview should be the culmination of considerable preparation by the counsellor. For instance, the counsellor can gather background information about the student from some or all of these sources:

- The Ontario School Record I and II: this cumulative record folder will provide information about the child's educational growth during the school years.
- School personnel: the teachers currently working with the student, former teachers, administrators and specialists within the school may all have pertinent information.
- Parents: a conference with the student's family will often give the guidance worker useful background information.
- Community sources: social workers, psychologists, the school nurse, summertime and after-school employers, perhaps the student's doctor, can all supply information relating to the problem.
- Case conference: such a meeting might include any or all personnel mentioned previously and it would be aimed at contributing new information or helping the counsellor see old information in a new way.
- Local business, industry, and the Canada Manpower Centre: these sources would, of course, be useful for vocational plans.

The counsellor should equip himself with as much background information as possible before seeing the student. However, he must use his own discretion in applying to any of these sources for information. If an interview with parents or social workers, for instance, convinces the student that the counsellor is on the side of authority, then the whole procedure has defeated its own purpose.

Once at the interview, the counsellor should keep several aims in mind. At all times, he must treat the student's disclosures as confidential and he should try to help the student make his own decisions as well as take responsibility for them. Ideally, the student at a counselling interview should:

- acquire an understanding about the society in which he lives
- recognize the educational and vocational opportunities available to him
- understand his abilities, his interests, his needs, his strengths and weaknesses
- plan future courses of action.

In order to achieve these aims, the counsellor must use various techniques in which he has been trained. Basically, if he is to receive the student's confidence over any long period of time, he must deserve it. Techniques by which he can show his sincere interest in the student and establish the necessary rapport might include:

- a full acceptance of the student
- listening without interrupting
- interpreting the student's pattern of growth and behaviour, strengths and weaknesses, interests, health and personality development
- reassuring
- questioning
- suggesting alternatives.

### *Reports*

The guidance counsellor should make a record immediately following each interview. Occasionally the information may be so confidential that the counsellor will only record the fact that an interview took place.

Once in a while, an interview may reveal a situation dangerous to the student or to society. The counsellor

then must either persuade the student to pass on the information to the right quarter, or, failing that, do it himself. He must, of course, let the student know what he is doing.

Generally, however, the counsellor will incorporate a brief summary of the interview in the student's cumulative record. He should include any information concerning the student's growth and development, and possibly the purpose and plan of action of the interview. Such a report — which should be as brief and clear as possible—should be signed and dated by the counsellor.

Most of these reports will cover the interview's results — or, occasionally, the lack of them. The counsellor will, in most cases, find out whether the student is carrying out his plan of action, partly to complete his report and partly to show the student his interest in developments. Sometimes this interest is enough to spur the student to increased activity.

## GROUP WORK

The second facet of guidance work is the group work program which covers such topics as vocational and educational information, personal relationships, self-appraisal, or the development of potential talents. The program outlines included later in this book cover these topics, leaving each guidance worker enough scope to develop other subjects of immediate concern to his own students.

In a general way, group work discussions will fall into one of three areas: personal development, vocational planning, and educational information.

Under the heading of personal development, come such topics as:

- adjustment to new environments (this would apply particularly in the case of students in the first year of a new school)
- satisfactory relationships with others
- study skills
- positive attitudes (this is a broad field which might include almost any facet of the students' own experiences; sharing their mutual concerns and problems may help many students to solve their own difficulties).

Under the headings of vocational planning would come such subjects as:

- vocational avenues open after graduation
- the contributions made by various workers in the community
- leisure-time pursuits.

Educational information would include available courses and options in succeeding phases of education. Since the student should know where such courses and options will lead him, this section overlaps the headings given under vocational planning.

Through an organized group program, the guidance worker will become better acquainted with the students, thus reinforcing his individual counselling.

# GRADE 7

## UNIT I

GUIDANCE SERVICES
*(1 period)*

**Group work**

to provide help in such areas as:
orientation
skills
occupational, educational, and social information
achieving

**Counselling**

REASONS FOR:
school work
planning for the future
social and personal problems

FEATURES OF:
arranging an interview (place, time, staff)
responsibility of students in the counselling process
confidential nature of the interview

***SUGGESTED ACTIVITIES***

- Slides of the activities held during previous year(s)
- Visit to the guidance area by class or individuals
- A brief review of former work done in Group Guidance classes (projects, hobbies, field trips, etc.)

## UNIT II

THE NEW SCHOOL
*(2 periods)*

Guidance workers and teachers must help new students familiarize themselves with personnel, facilities, school regulations, policy, and activities of the school. The earlier this is done the more effective it is.

The outline that follows does not need to be covered in its entirety. Some topics will answer the needs of one school, some of another. The teacher should make the choice.

***Content***

- The floor plan of the school
- School regulations and policy
- School activities
- School personnel — their roles and functions
- History and traditions of the school

***SUGGESTED ACTIVITIES***

- A guided tour of the school building
- Perusal of the school handbook
- Reports of former students' accomplishments
- Displays of school achievements and activities

## UNIT III

THE LEARNING PROCESS
*(8 periods)*

To be effective, this unit needs extensive preparation by the teacher as well as active participation by the students.

***Progress of Learning***

WHY?

- to satisfy curiosity
- to achieve an ambition or goal
- to master a skill
- to find one's place in society

The "why" of learning can be elicited from the class. One period should be devoted to this area in order to provide background for what is to follow.

WHERE?

- at home
- at school
- at play

HOW?

- with active listening
- with active participation
- with concentration
- with repetition, drill, review, testing, re-learning, re-testing
- with regular attendance
- with punctuality
- with organization of work and time

***Evaluation of Learning***

WHY?

- to measure self-improvement
- to determine strengths
- to determine progress

HOW?

- observation of daily work
- assignments and projects
- tests

WHEN?

- a continuing process

WHAT?

- concepts
- skills
- attitudes

***Reporting and Recording the Evaluation***

TO WHOM?

- pupils
- parents
- school personnel

HOW?

- progress reports
- Ontario School Record folders
- other office records

No more than one period should be spent on this topic. The examination of blank records such as report cards and O. S. R.'s may prove useful and informative.

***SUGGESTED ACTIVITIES***

- Select and teach a unit of academic work, following the suggested steps from the section on how one learns. Then, teach a unit without following these suggested steps and compare the two results.
- Give a short timed test in a quiet atmosphere and then give a similar one with numerous distractions. Compare results.
- Hold two simultaneous conversations. Test listener for specific content. Follow up with similar applications of learning in school and at home.
- "Beat the clock" on an assigned piece of work.
- Develop with the class a check list of effective study skills.
- Organize discussion groups.
- Arrange bulletin board displays showing effective study skills.
- Use filmstrips, films, and tape recorders.

***Audio-Visual Aids***

**Learning to Study** — Jam Handy Organization
**Effective Listening** — McGraw-Hill Company
For further suggestions see **"Blueprint for Guidance in Canadian Schools"** — Chapter 7.

***References***

Russell — **Children's Thinking** — Ginn and Company
Wrightstone — **How To Be a Better Student** — Science Research Associates
Preston and Botel — **How to Study** — Science Research Associates
Kelner — **Learn How to Study** — Science Research Associates.

## UNIT IV

"YOU"
*(10 periods)*

This unit on social guidance, though shown here in a block, should not be covered in ten consecutive guidance periods. The teacher must be aware of current events that might serve to introduce the topics suggested. They should not be covered by the lecture method, but by meaningful class activities. (Note suggestions below.)

***Personality***

WHO AM I?

- to be developed by the class to draw forth concepts about personality traits which are of concern to students

TRAITS

- honesty, tolerance, aggressiveness, tact, reliability, sociability, impulsiveness, trustfulness, hostility, frivolity, sincerity, industry, selfishness, cheerfulness, shyness, etc.

Certain of these traits could be selected for consideration of:

cause, effect, self-assessment, attitudes towards oneself and towards others, application to oneself and others

EMOTIONS

- anger, fear, hostility, jealousy, anxiety, joy, love, hate, etc.

Certain of these emotions could be selected for consideration of:

- cause, effect, self-assessment, attitudes towards oneself and others, application to oneself and others

***SUGGESTED ACTIVITIES***

- Pictures illustrating expressions of emotion, discussions of what may have caused these emotions
- Clippings from newspapers and magazine advertisements planned to appeal to emotions. Analyse the emotions.
- Emotional expressions in other countries. Research could be carried on in this area.
- Debates and panel discussions
- Impromptu play-acting such as role-playing, socio-drama, and court-room scenes
- Use of films and filmstrips

***Audio-Visual Aids***

**Trumpet for the Combo** — National Film Board
**Developing Your Personality** — Encyclopedia Britannica Films
**Guidance Discussion Series** — Jam Handy Organization
For further suggestions see **"Blueprint for Guidance in Canadian Schools"** — Chapter 7

***References***

Bennet — **Guidance and Counselling in Groups** — McGraw-Hill Company
Lifton — **Working with Groups** — John Wiley and Sons Inc.
Warters — **Group Guidance** — McGraw-Hill Company.

## UNIT V

THE WORLD OF WORK
*(4 periods)*

***Why do we work?***

The following reasons will likely be suggested by class:

- a challenging new experience
- a source of prestige and social approval
- a feeling of being creative
- a feeling of being of service
- a place to meet and be with people
- a rewarding experience

***With whom or what do we work?***

**people**

groups
individuals

**ideas**

art
physical science
social science

**things**

scientific
natural
industrial

*Why do we need to plan for the future?*

- In-school education
- Out-of-school education
- Changing trends and demands

In order to create enthusiasm and a personal involvement, the student should select his own field of interest and expand it with the help of adults in his particular world of work. This will encourage liaison between the school and the community.

*Audio-Visual Aids*

**Canadian Occupations Series**—National Film Board
For further suggestions see **"Blueprint for Guidance in Canadian Schools"** — Chapter 7.

*References*

Super — **The Psychology of Careers** — Harper and Row Publishers

Hoppock — **Occupational Information** — McGraw-Hill Company

*SUGGESTED ACTIVITIES*

- Field trips to local business and industry.
- Interviewing workers and reporting results of the interview to the class or part of the class.
- Developing bulletin board displays in relation to classification of occupations as shown above or individual occupations.
- Preparing an occupational scrapbook.
- Panel discussions and debates.
- Use of carefully selected films and filmstrips.

**UNIT VI**

HOBBIES AND SPARE-TIME ACTIVITIES
*(3 periods)*

*Why leisure-time activities?*

The following reasons will likely be suggested by the class:

- to share interests with others
- to add variety to life
- to meet desire to use abilities and interests not satisfied by daily routine

*What kinds of spare-time activities are available?*

The following will be some suggested by the class:

- collections
- exploration (arts or crafts)
- sports and games
- research
- pets
- music
- reading
- radio and television

*What factors must be considered when selecting a leisure-time activity?*

- cost
- time requirement
- availability of materials and instruction
- depth of interest
- health

*SUGGESTED ACTIVITIES*

- Organizing hobby shows for the school.
- Reporting to the class about personal hobbies.
- Inviting people with special hobbies to speak to the class (i.e. ham radio operator).
- Field trips to special functions that display hobbies (i.e. fall fairs, exhibitions).

**UNIT VII**

YOU IN SOCIETY
*(2-3 periods)*

*Responsibilities*

- to self
- to family
- to friends
- to community

***Behavioural Manifestations***

- dress
- hair
- foods
- deportment

***Communication***

- with peers
- with adults

***Criteria for self-evaluation***

- abilities, interests, aptitudes, physical condition, environment

***Success***

- definition
- values and beliefs

*SUGGESTED ACTIVITIES*

- Group discussion
- Use of films and filmstrips

***Audio-Visual Aids***

**Your Family and You** — Jam Handy Organization

**Coping With Authority** — F.O.M. Filmstrips of Canada

**Learning to Understand Parents** — Society for Visual Education, Inc.

For further suggestions see **"Blueprint for Guidance in Canadian Schools"** — Chapter 7

**UNIT VIII**

LOOKING AHEAD
*(1 period)*

- Grade 8
- A brief introduction to secondary school branches and programs

***References***

**Courses of Study** — Ontario Department of Education.

**H.S.I.** — Ontario Department of Education.

# GRADE 8

**UNIT I**

THE PURPOSE OF GUIDANCE SERVICES
*(1 period)*

Overview of guidance services with particular reference to:

- Group Work
- Counselling

***SUGGESTED ACTIVITIES***

- Mimeographed sheets outlining the program and highlights
- Class visits to the guidance area
- Slides of past year's activities
- Pictorial display of the counselling service

***References***

TEACHER

Elder, Brewer and Huff — **Spotlights in Guidance** — Chapter 3 — McGraw-Hill Ltd.

W. Auld and H. Stein — **The Guidance Worker** — Chapter 1 — W. J. Gage Ltd.

R. Strang and G. Morris — **Guidance in the Classroom** — Chapter 1 — Macmillan of Canada.

L. Moser and R. Moser — **Counselling and Guidance: An Exploration** — Chapter 1 — Prentice-Hall Inc.

A. J. Jones — **Principles of Guidance** — Chapter 1 — McGraw-Hill Ltd.

**UNIT II**

OUR CHANGING WORLD
*(1 period)*

**Automation**

- Definition
- Effects (positive, negative, future)

***SUGGESTED ACTIVITIES***

- Discussion
- Speaker
- Film, e.g. **What is Automation?**
- Bulletin board display — newspaper clippings, etc.

***References***

TEACHER

M. D. Parmenter — **You and Your Career** — The Guidance Centre

D. N. Michael — **The Next Generation** — Chapter 10 — Random House

Woodsworth and Clarke — **Youth and the Modern World** — McClelland and Stewart Ltd.

**UNIT III**

JOBS
*(2 periods)*

**Spare-time Jobs for Monetary Returns**

Advantages and disadvantages
Local restrictions
Responsibilities of the worker

**Voluntary Community Service**

**Jobs in the Home**

Responsibility of the individual
Personal rewards

*SUGGESTED ACTIVITIES*

- Student work experience report
- Speakers: circulation manager, local paper; candy striper, hospital
- Mimeographed materials (grouping local situations)
- Pictures of pupils at work

***References***

TEACHER

M. D. Parmenter — **You and Your Career** — Chapter 4 — The Guidance Centre

PUPIL

National Forum Foundation — **Being Teen-Agers** — Chapters 21-23 — Ryerson Press

M. D. Parmenter — **Growing Up** — Chapters 13-14 — The Guidance Centre.

**UNIT IV**

STUDY SKILLS
*(4 periods)*

**Attitude**

Concentration
Perseverance
Participation
Cooperation

**Atmosphere**

Preparation
Organization
Study headquarters
Physical surroundings

**Scheduling**

**Aids to Learning**

Memory
Reading skills
Organization and use of notes
Listening skills
Use of references and resource centres
Oral senses



*SUGGESTED ACTIVITIES*

- Study skills inventory
- Applications, study techniques by way of demonstrations
- Case studies
- Films
- Student projects such as personal study timetables
- Peer group presentations of successful skills
- Student-suggested study handbook
- Charts indicating the process of learning
- Visits to the library

***References***

TEACHER

National Forum Foundation — **Being Teen-Agers** — Chapter 14 — Ryerson Press.

B. G. Pauley — **Building for Tomorrow** — Chapter 4 — Macmillan of Canada.

New York State Counselors Association — **Tips on How to Study** — Delmar Publishers.

M. D. Parmenter — **You and Your Work Ways** — The Guidance Centre.

PUPIL

C. d'A. Gerken and Alice Kemp — **Make Your Study Hours Count** — Junior Guidance Series — Science Research Associates.

Bernice L. Neugarten and Paul J. Misner — **Getting Along in School** — Junior Guidance Series — Science Research Associates.

J. W. Wrightstone — **How To Be A Better Student** — Science Research Associates.

M. D. Parmenter — **Growing Up** — The Guidance Centre.

**UNIT V**

EXAMINATIONS AND TESTS
*(2 periods)*

- Values
- Preparation
- The examination
  Terminology

Types (teacher-constructed, standardized)
Equipment
Mechanics of writing examinations

- Interpretation

  Progress Report
  Meaning to teacher, student, and parents

- Other means of evaluating pupil's progress

***SUGGESTED ACTIVITIES***

- Mimeographed sheets stating definition, terminology and mechanics of writing examinations
- Demonstrations with respect to standardized tests
- Opaque projector to examine the progress report
- Debates e.g. Why Tests? etc.

***References***

TEACHER

M. D. Parmenter — **You and Your Work Ways** — The Guidance Centre.

The New York State Counselors Association — **Tips on How to Study** — Delmar Publishers.

National Forum Foundation — **Being Teen-Agers** — Chapters 14 and 15 — Ryerson Press.

PUPIL

C. d'A. Gerken and Alice Kemp — **Make Your Study Hours Count** — Junior Guidance Series — Science Research Associates.

Joseph C. Heston — **Learning About Tests** — Junior Guidance Series — Science Research Associates.

J. W. Wrightstone — **How To Be A Better Student** — Science Reseach Associates.

**UNIT VI**

OCCUPATIONAL FAMILIES
*(5 periods)*

- Classifications

  Labourer, semi-skilled or skilled
  Technician
  Technologist
  Professional worker

- Interdependence of occupations in your community

  Building a house
  The operation of a factory, etc.

- Sources of occupational information

  Monographs
  Pamphlets
  Newspapers
  Monthly publications

***SUGGESTED ACTIVITIES***

- Overhead projector to explain one of the classifications
- Charts
- Job surveys using mimeographed sheets
- Planned class visits to local industries
- Occupational interest inventory test for the class
- Interview of the worker in his occupational environment
- Career days
- Role-playing

***References***

TEACHER

B. G. Pauley — **Building for Tomorrow** — Macmillan of Canada.

United States Dept. of Labour — **Dictionary of Occupational Titles.**

Federal Department of Labour — **Occupational Trends in Canada** — Chapter 2 — Queen's Printer.

PUPIL

**The Job Family Series** — Science Research Associates.

Donald E. Kitch — **Exploring the World of Jobs** — Junior Guidance Series — Science Research Associates.

Emery Stoops and Lucile Rosenheim — **Planning Your Job Future** — Junior Guidance Series — Science Research Associates.

M. D. Parmenter — **Growing Up** — The Guidance Centre.

## Group Work in Guidance

# SECONDARY SCHOOLS

### INTRODUCTION

Group Work in Guidance is an essential and integral part of the Guidance program. Unfortunately, the presentation of Group Work has not always been effective. Some of the difficulty stems from an inappropriate selection of topics for a particular class or grade level; another difficulty has been the lack of a dynamic approach in the presentation of topics, but part of the difficulty may have resulted from lack of continuity in a one-period-per-week organization.

Because many of the topics require more than a one-period presentation, considerable time is frequently needed for recall and re-orientation to the topic under discussion when the topic is carried over from week to week. As a result, there is great difficulty in developing continued student interest, and the teacher finds it almost impossible to present a series of related lessons or group sessions.

It is suggested in H.S.1 (1968-69) that a more effective manner of timetabling Group Work is by providing blocks of time at each grade level. Although this publication is structured with emphasis on Grades 9 and 12, the presentation of certain topics may be more appropriate at other levels. Guidance personnel will find little difficulty developing a seventy-period program through Grades 9 to 12, utilizing topics suggested from the Grades 9 and 12 programs found in the following pages.

# THE CHALLENGE OF GRADE 9

## INTRODUCTION

Grade 9 is a year of decision for any student. To meet the Grade 9 student's needs at this age, the guidance counsellor must understand and appreciate his development throughout his school career. Sometimes the counsellor may have to talk to teachers, parents, or social workers who have known the child. Sometimes the school record will offer the necessary information.

Not only must the counsellor understand the child, he must have prior knowledge of the programs of study available now or in the future. Only with a thorough knowledge of both the student, and the educational and vocational avenues open, can the guidance counsellor offer sound assistance to the Grade 9 child.

At this stage, the student should have time to explore all possibilities for his future career and the Grade 9 Group Work program is intended to fill that need. The guidance counsellor can broaden the student's horizons by providing him with printed material, by organizing class visits to industry, and by arranging for guest speakers from a variety of occupations. Most important of all, however, is the leadership of the guidance counsellor himself. Most students are beginning to decide in Grade 9 what they will do with the rest of their lives. They probably need the understanding help of a guidance counsellor more than at any other stage of their school years.

The Grade 9 course outline includes six units divided into sections that are intended to answer the needs of most students. Many students, however, will have special requirements and the guidance counsellor can probably tailor the fundamental information to meet any number of special cases.

The same applies to techniques. Those outlined here will meet the needs of most students. The guidance counsellor, however, may want to use other techniques for the special circumstances that arise in almost every school.

Although the socratic teaching method is advisable in group work, where possible, there are cases where it is not the most effective means of presentation. The guidance counsellor will sometimes have to resort to information-giving devices of various kinds. The overhead projector, for instance, provides information efficiently and quickly, and affords a pleasant change of pace for the students.

Generally speaking, Grade 9 children should be encouraged to gather data and file it for themselves in their notebooks. These notes are useful later for projects or reports concerning the student's educational or vocational future.

Block timetabling, which provides for group work at crucial times in the Grade 9 year, is highly recommended. Another suggestion: where possible, small groups should meet to explore some of the topics suggested in the Grade 9 program.

## UNIT I

## YOUR GUIDANCE SERVICES

This section of the course should acquaint students with the guidance services available in the school. It should also:

- Increase the students' self-knowledge
- Emphasize the value of acquiring knowledge, both in school and out
- Bring students up to date on current employment trends
- Help students use their free time effectively
- Show students the importance of sound habits in health, cooperation, character, responsibility

### Topic 1

AN OVERVIEW OF THE SCHOOL GUIDANCE PROGRAM

This topic will emphasize the importance of guidance services in both secondary and elementary school.

***Suggested Techniques***

- Brief discussion of the guidance services in elementary school to include pictorial highlights of:

**Kindergarten** children learning about family helpers. Key word: "'Interdependence".

**Grade 3 children** viewing Life in Other Countries. Emphasis on "Understanding".

**Grade 7 pupils** learning early Canadian History — the way of life, and contributions made in developing our democratic society. Consider: "Attitudes, Enthusiasm, Goals".

- Slides showing activities arranged by the Guidance Department last year.
- The need for varied emphasis at the different grade levels — use of transparencies to show the courses available and the options offered at the various levels.
- Summary of the path followed by two or three of last year's graduates.
- Emphasis on the importance of each student making appropriate use of guidance services at the various grade levels.

### Topic 2

GROUP GUIDANCE CLASSES

This section should cover the course outline for the year and emphasize its objectives. If desired, it might include classroom procedures, special events, and student responsibilities.

***Suggested Techniques***

- Discuss the purpose and use of the prepared course outline.
- Stress the need for obligatory topics and the flexibility of the optional suggestions.
- Sample notebooks from last year might be shown with an invitation to visit the Information Centre to view other notebooks, projects, etc.
- Carefully selected students from Grade 10 might be invited to speak on "Last Year's Special Events in Group Guidance".
- Demonstrate the need and use of student notebooks.

**Classroom procedures:** varied methods of approach, the reasons for, information-giving devices, guest speakers, tapes, films, discussions, debates, with an emphasis on student participation.

### Topic 3

INDIVIDUAL COUNSELLING

This topic will highlight the counselling program throughout the secondary school. Students should be acquainted with the purpose of the guidance interview and understand how to arrange an interview. Students should know about their own cumulative records. It is suggested also that the guidance counsellor explain the testing program in Grade 9.

***Suggested Techniques***

- Listen to a tape recording of an initial interview with a Grade 9 student. Stress that the student can always ask for an interview.
- Present a tape recording of a requested interview following examinations.
- Explain phases of counselling — **R**equest, **R**eferral, **R**eason.
- Emphasize the aims of helping students to help themselves. Other objectives might include: to provide accurate information, to make appropriate referrals, to utilize the resources available.
- Explain how to request an interview. Give out blank sample sheets from the Guidance Information Centre's Interview Request Book.
- Review the Interview Appointment Form itself; have students retain in notebooks for ready reference.

- Examine a blank interview write-up sheet. Discuss the need for it, and its use. Stress that the contents are kept in confidence.

- A class set of the Ontario School Record Form II might be taken into class where the students could see and discuss the new file they will develop as they progress through school.

- Students might be asked to prepare a structured or unstructured autobiography.

- Highlight the intended testing program for the current year. Give the students an explanatory sheet indicating the various types of tests. List should include: learning capacity, interests, achievement, aptitude, and an explanation of the terminology currently given by the Ontario Institute for Studies in Education.

### Topic 4

THE GUIDANCE INFORMATION CENTRE

This section will describe what is available in the information centre and how students can use it.

***Suggested Techniques***

- Show what the Guidance Information Centre offers, distribute inventory-type list of materials available for reference and circulation in the information centre.

- Discuss why this information centre is needed.

- Discuss how students use the information centre.

- Arrange a class visit and conducted tour of the Guidance Information Centre.

- Review and explain the inventory list.

- Display and comment briefly on the newest, most interesting, and challenging materials from the Guidance Centre.

- Plan an assignment that will necessitate investigation at the Guidance Information Centre.

- Give the students blank sheets from the record book for signing out and returning materials. Clarify its location and explain how it is used. Comment on the system of circulation, time, references, use of the reading area, care of materials, etc.

## UNIT II

YOU AND YOUR SCHOOL

Objectives: to show students what facilities and opportunities are available and to illustrate the effectiveness of teamwork.

### Topic 1

THIS SCHOOL IS UNIQUE

Topic 1 should give the student a feeling of pride in his school as well as considerable knowledge of its history, motto, crest, colours, and song.

***Suggested Techniques***

- Give the students an information sheet about the school.

- Show slides of former events, and projections of activities depicted in recent yearbooks or school newspapers.

- Show newspaper items related to the school and show interesting examples from the bulletin board display in the Guidance Information Centre.

- Examine the content of the student handbook.

### Topic 2

TEAMWORK

This topic follows naturally from the last one. Guidance workers should cover the questions of shared responsibility and school spirit.

If possible, this section should also touch on the school's rules and regulations.

***Suggested Techniques***

- Use a flowchart to show administration of school (e.g. principal, vice-principal, heads of departments, teachers, secretaries, cafeteria personnel, and custodial staff). Highlight the contribution of staff and the co-operative efforts of students.

- Show slides or a film of a school competition in sports. Note the cheerleaders, school band, and loyal supporters. Discuss the effectiveness of esprit de corps in the total atmosphere of the school and the benefits for each individual.

- Using current event items from the local newspaper, establish an understanding for the value of rules. Deductively develop a realistic view of the need for school rules.

**Topic 3**

THE SCHOOL'S LAYOUT AND FACILITIES

The guidance teacher will encourage the students to ask questions about the school and will also emphasize how the students can make the most use of the school's facilities.

***Suggested Techniques***

- This lesson might be given as the need arises at the beginning of each of the first few lessons. Some students may already be acquainted with school facilities. They should be reminded that the student handbook is a valuable, ready reference.
- The overhead projector might be used to trace the most direct routes to the various rooms. Coloured overlays could be used to designate the special areas.

**Topic 4**

THE TOTAL SCHOOL PROGRAM

The program is planned to provide for the physical, mental, and social development of each student. This section should concentrate on:

- an overview of courses and options
- the examination system and promotion policy
- student organizations and extracurricular activities.

***Suggested Techniques***

- Utilize the overhead projector, review the present school organization, i.e., branches, programs, subjects, and options.
- Explain the promotion policy, examination system, passing requirements, opportunity for recommendation, promotion meetings, the importance of staff suggestions if changes in branch or program are a concern, the possibility of summer school.
- Discuss the values of student organizations and extracurricular activities. Present a pictorial review of last year's special events.
- Invite club presidents to speak briefly to the class, or present taped interviews outlining their plans for the year.
- Highlights of club plans would provide an excellent informative assembly program. Each school organization might set up a small unit in the gymnasium, have members answer questions, explain objectives, and invite applications for membership.

## UNIT III

## GETTING OFF TO A GOOD START

**Topic 1**

THE BASIC INGREDIENTS OF SUCCESS

In this section, teachers will concentrate on student responsibilities. In addition, they might want to consider the acrostic "enthusiasm".

**E** energy
**N** notes
**T** time
**H** health
**U** understanding
**S** sincerity
**I** interest
**A** attendance
**S** system
**M** manner

***Suggested Techniques***

- Key words, as above, might be discussed. The students might suggest other ideas.
- Provide illustrative examples of student contribution, cooperative efforts, and examples resulting from efficient work and study methods.

**Topic 2**

ACHIEVING IN THE CLASSROOM

The emphasis here will be on the development of skills and techniques. It is important for each student in Grade 9 to get into the habit of organizing his work, time, and thinking. Such habits will become more important as he progresses through school.

***Suggested Techniques***

- Provide students with a prepared format for assignment records.
- Present an appropriate tape recording and questionnaire to assist the student in evaluating his own listening efficiency.
- A questionnaire, "How Observant Are You?" will show students the need for an alert sense of observation.
- Using transparencies, demonstrate the different types of reading. Hand out reading material at the appropriate

reading level to help students in self-evaluation of their timed efficiency.

- Discuss the design of an assignment record book.
- Listen to taped interviews with employers or invite an employer to tell the class what he looks for when hiring help. Relate these comments to the student's present "on-the-job" performance in the classroom.

**Topic 3**

PROFITABLE STUDY PROCEDURES

This topic should stress the difference between homework and review, and the necessity for both. Discussions along this line will lead naturally to an overview of efficient study methods and specific study techniques for different subjects. Teachers may also want to include:

- examinations — types, terminology, preparation
- self-improvement — return of examinations, report cards
- liaison with elementary schools: return of Grade 9 results

***Suggested Techniques***

- Emphasis should be placed on homework as "follow-up" for a completed lesson and as "preparation" for the next.
- Discuss effective review, the variety of techniques, regularity, the curve of forgetting, and the merits of overlearning.
- An efficient study method sheet might include:

  Question card method
  Summary
  SQ3R — Survey, Question, Read, Recite, and Review
  Write and Fold
  Tape Recorder
  Acrostic
  Recitation
  Question, Answer
  Clues: words, sentences or verses
  Overlearning

- Explain various types of study methods and demonstrate by assigning students actual experience.
- The class might discuss study procedures suggested by the teachers in special subject areas.
- Review with the class two or three sets of different types of examinations used in the previous year. These examinations should be selected in consultation with teachers in that subject.
- Explain terminology used in examinations: compare, contrast, define, evaluate, highlight, detail, specify, correlate, summarize, relate, and interpret.
- Discuss the importance of the examination schedule, relate this to the current need for an organized study schedule.
- Consider health care, equipment, overview approach, timing, question value, and over-all effectiveness of the finished product when making suggestions for taking an examination.
- Discuss the role of the student when examinations are returned; listen, ask, modify answers, and aim for self-evaluation and analysis.
- Review the form to return results to Grade 8 teachers.

**Topic 4**

THE STUDENT'S OWN TIME

Since students may have different interpretations of what is their own time, guidance workers may be wise to start with a discussion of what time a teen-ager does have to himself. The class might then consider different ways to use leisure time effectively, perhaps building up a list of activities available in the school and in the community. The guidance worker should make sure that students are considering the following factors:

- diversion
- growth (mental and physical)
- insight into the future
- awareness of self and others
- possible remuneration

***Suggested Techniques***

- Show slides of students from the previous year engaged in free-time pursuits.
- A guest speaker who is actively engaged in an interesting sparetime activity might speak to the class.
- For a class project, students could tell the class about their own outside interests. They could make posters or show equipment to make the presentation more vivid.

## UNIT IV

## THE CHALLENGE OF VOCATIONAL PLANNING

***Objectives***

- To show students the great variety of opportunities in the world of occupations.
- To demonstrate the need for career planning.
- To emphasize realistic and practical approaches to career planning.

### Topic 1

THE COMPLEXITY OF THE OCCUPATIONAL WORLD

In this section, the main emphasis should be on the broad range of occupations which await the secondary school student after graduation. Some guidance workers may also want to show students the variety of careers available in their own community.

***Suggested Techniques***

- Slides may awaken the student's interests in new fields. Using slides that link possible job opportunities with Grade 8 and 9 Geography may serve two purposes: to show students what varied choices they face and to spotlight the application of academic subjects to their own lives.
- Show students an expansible folder of the occupational monographs available at the Guidance Infomation Centre, and invite questions.
- Show pictures of people at work in the various avenues of employment in the community. Students could summarize the varied requirements indicated in the current "Help Wanted Advertisements".

### Topic 2

ORGANIZATION THROUGH CLASSIFICATION

In this section of the course, the class should start with the need for occupational classification. Through study of the Classification of Occupations and the Dictionary of Occupational Titles, Grade 9 pupils will reach an important conclusion: that there are literally thousands of careers open to them. Once the students realize the scope of their future, the guidance counsellor should move on to intensive study of the following classifications, with particular reference to those meeting the students' individual needs:

***Producing Occupations***

- Agriculture
- Fishing
- Hunting
- Trapping
- Logging
- Mining and quarrying
- Manufacturing
- Mechanical trades
- Construction

***Service Occupations***

- Transportation
- Communication
- Commerce and finance
- Clerical services
- Proprietary and managerial services
- Miscellaneous services

One or more additional systems of classifications.

***Suggested Techniques***

- Discuss familiar examples of organization-through-classification commonly experienced by the students (e.g. the library, newspaper advertisements).
- Slides and/or pictures depicting actual on-the-job procedures could be shown.
- Students might be given an assignment requiring research in the community.
- The class might visit a local industry. Preceding the class visit, an industrial representative who will be associated with the tour might highlight for the students the various key interest areas and distribute a questionnaire to encourage students to seek important information.
- Guest speakers from occupations of special interest to the class might be invited to address the students and answer questions.
- Structure vicarious experiences — (e.g. a highway accident occurs — hospitalization is required) — have students discuss the contributions made by different personnel.
- A series of student assignments might assemble a kaleidoscopic view of workers in the community.

- A similar approach might cover one industry — the various departments, the division of labour among the workers, purchasing, production, sales, shipping, personnel, advertising, financing, research, public relations, maintenance, and protection departments. The overhead projector should be utilized to point out the internal organization. Show coloured slides illustrating workers on the job. Stress the interlocking relationships of departments and personnel.

- Another project might be to consider the various departments of a typical large hospital and discuss the division of labour among workers. Slides, overhead projector, and tape recorder will make the presentation more vivid.

**Topic 3**

THE IMPLICATIONS OF CHANGE

This topic might be considered under three main headings:

- Occupational changes and trends (automation, cybernetics)
- How changes affect the local community
- Responding to the impact of change

***Suggested Techniques***

- For an overview of occupational trends and employment opportunities, consult reliable government surveys (e.g. Supply and Demand of Technological Graduates). Use pictures to illustrate. For automation, cybernetics (interpretation and effects), consider the changes and the chain of events that follows.

- For discussion of recent change in the community, refer to local newspaper items, reports of the Industrial Commission, and the Community Planning Board's current projects. Slides or perhaps a guest from the Historical Society might highlight the many evidences of progress.

- Develop a blackboard summary of the rapid changes.

- The local coordinator of the Adult Retraining Programs or a representative from Canada Manpower Centre might discuss the need for long-range planning, and attempts that are being made to equip people to meet current needs.

**Topic 4**

THE NEED FOR EFFECTIVE PLANNING

Three main headings again cover the material in this section. They are:

- Planning situations in everyday life
- Planning practice as experienced by students
- The importance of vocational planning

***Suggested Techniques***

- Use scrapbook articles of newspaper items that indicate the results of faulty planning. Use pictures where possible.

- Discuss the evidence of planning in the local community, at school, and in the home.

- Have students highlight one or two plans they have made, and then evaluate the steps they took and suggest the changes they would make if they had a second chance.

- For vocational planning, emphasize the need for a broad, firm foundation. Discuss generalization, then specialization.

**Topic 5**

THE CAREER PLANNING PROCESS

To understand how to plan their careers, students must learn about themselves and the world in which they will live. This part of the course might be divided into the following sections:

- Your basic needs

  To be accepted by others
  To be one of the crowd
  To achieve some success
  To be recognized by others

- You are unique

  Values
  Aptitudes
  Interests
  Personality
  Physical makeup and health
  Other characteristics

- Self assessment
- Knowledge of the world of work

  Information about the variety of occupations
  How to study an occupation

- Match "You" to the job requirements

***Suggested Techniques***

- Present and discuss case studies which illustrate the basic human needs.

## UNIT VI

## ACCEPTING THE CHALLENGE

### Topic 1

YOU BENEFIT FROM THE EXPERIENCE OF OTHERS

The purpose of this topic is to help students become more alert to what is going on around them. They will learn to understand and appreciate the accomplishments of others, and learn how important it is to listen, observe, investigate, and evaluate. The section might also include some work on "the impact of change" and the students' reaction to it.

***Suggested Techniques***

- Present prepared biographical sketches of people who have made outstanding contributions to society. Discuss factors in their success.
- Listen to taped interviews with former students who might recall their high school days and recommend any changes they would make.
- Invite a boy and girl from the present Grade 10 class to make any suggestions that might help new students.
- Give students brief tests for observation. For example, a bus stops at various streets. Where was the first stop it made or how many stops did it make in all? Another test might use the school as a basis.
- Ask students to interview five or six Grade 10 students to find out how they feel certain subjects compare in difficulty with the same subjects in Grade 9. Results should indicate diversity of opinion which would demonstrate the need for investigation. Discuss how students might investigate. Comment on the evaluation that should follow.
- Have students prepare brief reports on changes they have experienced since leaving Grade 8.
- Develop a blackboard summary of recent changes that have taken place in the local community.
- A class debate, "Change versus Stability", would bring out the students' reaction to change.

### Topic 2

LOOKING FOR PART-TIME WORK

***Suggested Techniques***

- Discuss how one might locate part-time work. Consider recommendations by present employees, the newspaper advertisements, local radio, store windows, and family contacts.
- Use the overhead projector to highlight the requirements of a good application. Examine several application formats prepared at the school with the name of the firm deleted and its nature indicated.
- Play taped job interviews. Have students pick out strengths and weaknesses in the applicant's presentation.
- Build up a blackboard summary of factors to consider when preparing for an interview. Discuss the prepared sheet of basic considerations common to all interviews. Emphasize the importance of effective follow-up after the interview.
- Have students choose a board of selection among themselves and allow them time to prepare for interviewing candidates from the class for whatever job they choose. Encourage the rest of the class to evaluate the interview techniques and the effectiveness of the responses.
- Build up a blackboard summary of the reasons for part-time work: immediate value and long-range implications. Mention volunteer work as an opportunity to develop effective working techniques. Invite students to share experiences gained in part-time work.
- Discuss the place of part-time work in the life of Grade 9 students. Illustrate their roles as students, as members of the family. Show their need to cultivate interests and diversion of activities, and if energy and schedule permit, to undertake part-time work.
- Examine case studies which contrast the effective use and abuse of part-time working privileges.
- Invite student suggestions about the availability of part-time work in the local community.

## REFERENCES


TEACHERS

G. G. Kemp — **Perspectives on the Group Process —** Thomas Nelson and Sons (Canada) Ltd., 81 Curlew Drive, Don Mills, Ontario.

TEACHERS AND STUDENTS

Elder, Brewer and Huff — **Spotlights in Guidance —** McGraw-Hill Company of Canada Limited, 330 Progress Avenue, Scarborough, Ontario.

M. D. Parmenter — **Growing Up, You and Your Career, Exploring Occupations,** and **Success in the World of Work** — Canadian Guidance Series — Current Edition — Guidance Centre, College of Education, 371 Bloor St. W., Toronto 5, Ontario.

***Teaching Aids***

Excellent films and filmstrips are available from commercial, private, and industrial sources. Extreme care should be taken to preview all materials and select only those which are current and relevant. Slides produced locally also fulfil a real purpose.

Several tape recordings of Department of Education broadcasts are available. However, locally prepared tape recordings such as industrial interviews, conversations with former students, reports from guest speakers are also worthwhile. Commercial recordings (e.g. outstanding contributions made by individuals, suggestions for good work habits) can stimulate interest at key times.

Numerous pamphlets and brochures might be obtained free of charge from various private, industrial, and public service agencies. These should be previewed before accrediting them for circulation to students. Wall charts and posters are available through commercial channels, but with encouragement, Grade 9 students can prepare their own.

# FOR PUPILS IN SERVICE, OCCUPATIONAL AND SPECIAL VOCATIONAL COURSES

## INTRODUCTION

This course of study is designed for secondary school pupils who have limited academic ability and who are enrolled in the service, occupational, or special vocational courses.

The purpose of these courses is to provide adequate education and training to satisfy the needs of pupils who, in the opinion of a properly constituted selection committee, would benefit by a transfer to these courses in secondary school. No student should complete these courses before reaching the legal school-leaving age.

In the traditional grade promotion system of our schools, these pupils have already experienced academic failure and in addition may be physically, emotionally, or socially handicapped. They may display one or more of the following characteristics: general difficulty in the fundamentals of education, a sense of inadequacy and fear of continued failure, a lack of motivation resulting from environment, inability to relate cause and effect, general apathy, resentment, belligerence, and low standards of work and conduct.

These pupils need help in order to:

- gain confidence, understand and accept themselves, and thus improve their self-concept
- establish acceptable patterns of social conduct
- learn from and adjust to their experiences in life
- establish realistic goals
- obtain correct, up-to-date information about educational opportunities and occupations
- develop positive attitudes towards their school work and future employment
- learn how to use leisure time for enjoyment and satisfaction
- understand and appreciate other members of their immediate environment and community.

All topics of the courses should be correlated with other school subjects as well as with the needs of the pupils. Some topics in this outline may overlap courses taught in Health, Physical Education, Home Economics, and Hospital Services, and could be covered by teachers of these subjects in consultation with the guidance worker.

Special consideration should be given to block timetabling of group work classes in order to provide adequate time at crucial periods to meet current pupil needs. For example, the extensive orientation program required by these pupils makes its most significant impact during the first two or three days of school but loses impetus when spread over several weeks in the regular one period per week allotted to group work.

Because these pupils respond best to real situations and direct, active participation, presentation techniques should be as varied and practical as possible, involving a wide variety of current materials, audio-visual aids, field trips, speakers, and other projects.

As these courses vary greatly from school to school, no grade divisions have been made in this outline, so that the course can be arranged on the basis of pupil needs and local conditions.

## UNIT 1

### ORIENTATION TO SECONDARY SCHOOL

The purpose of the orientation program is to help the student feel at ease as a first step towards success in school. Throughout this orientation period, all teachers should coordinate their efforts with the assistance of the Guidance Department. For example, it may be unwise to have these pupils begin secondary school by following the regular rotary system the first day of school, but rather, perhaps, spend some time in an overview of the school layout, timetables, and procedures. With this extra assistance, basic routines are quickly established before problems are encountered, leaving less urgent topics of orientation to regular weekly group work.

These pupils do not absorb material quickly, but require continual reminding until routines are firmly established. They respond best to a wide variety of unique methods of presentation.

### Topic 1

LAYOUT OF SCHOOL

(Stress the fastest way to reach one's destination.)

- The home room
- Offices — principal, vice-principal, secretaries, administrator
- Cafeteria
- Lockers
- Washrooms
- Guidance office
- Gymnasium and showers
- Library
- Health room
- Classrooms on one's timetable
- Telephones
- Smoking areas
- Janitor's room
- Parking areas
- Fire exits
- Restricted or forbidden areas

***Suggested Techniques***

- The school handbook for these pupils must be simple and easy to read. Maps should be clearly outlined and labelled.
- Distribute several unlabelled maps so that routes can be traced with coloured pencils.
- Take small groups on short tours to two or three areas at a time, plotting the course on a map.
- Develop a blackboard map or a large wall map for reference.
- Use overhead projector transparencies, adding overlays of each route to specific areas as discussed. In making transparencies remember that simple cartoon figures appeal to these pupils.
- Have contests to discover the shortest route to various areas. Stress the importance of following these routes when moving from room to room.
- Have an interested group of senior pupils work on a model of the school layout through the year as a shop hobby project. Involve both girls and boys. This becomes an enduring aid that may be used in the orientation program from year to year.

### Topic 2

TIMETABLES

- Demonstrate how a timetable works by telling the story of a pupil's typical day. Try to inject some humour: the light approach will help relieve early tensions.
- Explain where other classes are in certain periods; for example, where the girls are when the boys are in shop periods. If practical, visit these other areas so that pupils will have some understanding of what each class is doing.
- Stress the importance of staying together as a class during timetable changes.
- Stress being on time for the next class on the timetable.
- Relate the timetable routes to the school map.
- Stress the necessity of carrying a timetable at all times.

***Suggested Techniques***

- Distribute a timetable to each pupil.
- Have each pupil make a pocket-sized timetable to carry at all times.
- Prepare a large wall timetable to be posted in the homeroom.

- Have a prefect or senior student guide the class for a day or two until changes become familiar.

**Topic 3**

SCHOOL POLICY AND PROCEDURES

Include routines for:

- Rotary system, including behaviour in hall and reporting to classes promptly
- Use and care of lockers: show location of lockers and demonstrate how to open and close locks. Have pupils practise. Stress the importance of keeping the combination of locks secret.
- Use of gymnasium and showers
- Cafeteria
- Assemblies
- Detentions
- Telephone calls
- Home room periods and dismissals
- Activity periods
- School absence, notes, admittance and late slips
- Discipline — methods of dealing with problems
- Prefect organization
- Standards of dress and grooming
- Use of health room
- Rules for smoking
- Use of buses

***Suggested Techniques***

- Use amusing anecdotes from other years to illustrate the need for particular rules.
- Encourage use of the school handbook as a reminder for routines. Have students find and read aloud special sections in the handbook.
- If possible, have the vice-principal speak briefly about school routines to each class or group. This is an excellent opportunity for him to establish rapport. The pupils will appreciate this special contact with an important official.
- Stress the reasons for rules in every case.
- Allow students to express themselves on questions of grooming, discipline, or other topics in which they appear to be interested.

**Topic 4**

GUIDANCE SERVICES

- The guidance program in secondary school
  the aims and importance
- Group guidance classes
  outline of the course
  classroom routines
  special events planned
- Counselling
  how interviews are arranged
  records — their use and value
- The Guidance Information Centre
  materials available
  how to find and use available materials
  value of guidance information

***Suggested Techniques***

- Use slides or picture displays of previous events sponsored by the Guidance Department, perhaps career speakers, special displays or parents' night.
- Use the overhead projector to show the various courses and options about which pupils must make decisions.
- Visit the guidance office, examine all the facilities and demonstrate how to make the most effective use of materials and services.
- Build a display of interesting, eye-appealing materials from guidance information files that will appeal directly to special education students. Allow time for perusal of this material.
- Outline classroom procedures for various activities such as field trips, films, filmstrips, records, tapes, speakers, guests, discussions, etc.

***Explaining Guidance Services***

- Discuss the purpose of counselling: to help pupils in reaching wise decisions, to give various kinds of information about education, occupations, or community resources, and to offer various kinds of assistance when required.
- Distribute a tentative course outline and discuss the aims of the topics included but stress the flexible nature of the course to meet pupil needs and interests.
- Demonstrate how to secure an interview by having pupils fill out an interview form.
- Discuss school records, their value to the school and to the pupil. Have pupils complete an Ontario School Record form.

- Discuss the value and use of tests and the kind of tests students may encounter in secondary school.
- Assign a project requiring research of guidance materials for classroom presentation.
- Demonstrate the procedure for borrowing and returning guidance materials.

**Topic 5**

SCHOOL PERSONNEL

- How to make introductions
- Introduction of class members on first day
- Introduction of staff and other personnel
  tell who they are
  explain their role in the school
  discuss the appropriate relationship of students with various school personnel
  discuss the proper way of addressing school personnel
- Include in introduction:

  principal
  vice-principal
  guidance head and teachers
  counsellors
  teachers involved in school activities
  home-room teachers
  subject teachers
  librarian
  nurse
  secretaries
  janitors
  cafeteria staff
  bus drivers

***Suggested Techniques***

- Use a tape recording of two or three different types of introduction.
- Have each pupil learn something about his neighbour, then introduce him to class.
- Have several important members of school staff visit the class and briefly introduce themselves.
- Make a "rogues' gallery" of staff pictures that can be left up on the bulletin board (use yearbook).
- Relate amusing anecdotes about personnel whom you wish the class to remember.
- Role-play proper ways of addressing school personnel.
- Play tape recordings of voices of various personnel. Have pupils try to find to whom the voice belongs.

**Topic 6**

EDUCATIONAL OPPORTUNITIES

This topic will be considered in greater depth later in the course. The primary need is for immediate acceptance of the course by the pupil. Discuss:

- the values of this course to the pupil
- the importance and value of each subject on the curriculum
- educational opportunities in the school, the various courses in the school and their ultimate goals
- various types of special education courses, their role in the community and their value for the pupil
- ways of getting the most out of the special courses which the student is taking.

***Suggested Techniques***

- Have teachers introduce their subjects enthusiastically, showing its relationship to the total course.
- Encourage the pupil to make a realistic appraisal of special education courses.
- Use tape recordings of graduates now working in the community and using their special training.
- Have a graduate visit the class, and explain how the course has helped him in his work.
- Have pupils make a wall chart of the various courses in the school, showing the occupational goals of each course. Stress the special importance of jobs in the service industry to people in the community.
- Using filmstrips or slides of previous groups working in various shop areas, relate to job opportunities in the community.

**Topic 7**

CO-CURRICULAR AND SOCIAL ACTIVITIES IN THE SCHOOL

There is a reluctance on the part of many students to take part in the co-curricular and social activities of the school. The following topics when introduced may create a greater interest:

- Developing pride in the school
- Participating in activities as a beginning to individual achievement

- Developing self-esteem through success in activities and hobbies
- Developing resources for wise use of leisure time
- Developing team spirit and support for group effort in school leading to community responsibility in the future
- Joining available activities — athletic, musical, dramatic, artistic, literary
- Understanding the value of participation in activities to pupil, the school, the community, and society as a whole
- Appreciating the potential for enjoyment, profit, and personal achievement in hobbies and special skills.

***Suggested Techniques***

- Play recordings or films of school events or victories.
- Have pupils keep a scrap book of articles about school activities.
- Encourage support for school activities through short talks given by key students in the school.
- Have student write articles for local or school paper about school activities or classroom projects.
- Invite people from the community into the classroom to demonstrate hobbies and crafts.
- Have pupils bring their own crafts or hobbies to school.
- Visit a profitable business that began as a hobby. Other teachers on the staff may help.
- Organize a craft club where students can develop skills.
- Attend school sports events as a class unit.
- Involve the class in promotion of school events by such activities as selling tickets or making costumes.

## UNIT II

## PERSONAL AND SOCIAL DEVELOPMENT

***Introduction***

The purpose of this unit is to help the pupil develop an awareness of:

- the relationship of physical well-being to personal, social, and vocational progress
- the relationship of his own feelings with those of others
- the need for an understanding of his emotions and their causes, and for the means to cope with them
- the need to relate adequately to his environment
- the need for an acceptable standard of conduct leading to good citizenship
- the value of practical patterns of good mental health.

The program should promote in the pupil a sense of adequacy, security, self-esteem, and emotional maturity.

### Topic 1

PHYSICAL DEVELOPMENT

- Study of human development: the relationship of physical growth to emotional and social development from babyhood with its selfish dependence through to adulthood and responsible independence
- The effect of physical changes in adolescence on social behaviour
- Heredity and environment: the acceptance of inherited physical factors that cannot be changed
- The effect of improved environmental conditions on physical development
- Physical handicaps: developing an understanding and sympathy for those less fortunate
- Understanding how nature balances attributes, skills, and senses to help compensate for handicaps
- Understanding that no one is perfect, and that everyone is handicapped in some way

***Suggested Techniques***

- This section of the guidance program may overlap with classes in Physical Education, Home Economics, or Hospital Care. It will be necessary to correlate the program with teachers in these areas. The personnel of the local health unit will assist with free materials and other resources.

- The film "Everybody's Handicapped" may be used to discuss physical and mental differences.
- Students may visit social agencies operated for the handicapped.
- Relate heredity and environment to the discovery and development of skills.
- Relate environment to home-study problems and social problems. A social worker may be helpful.
- A variety of films, filmstrips, and posters are available from the Department of National Health and Welfare, National Film Board, and the Canadian Mental Health Association.

**Topic 2**

EMOTIONAL DEVELOPMENT

- What are emotions?
- Cause of individual emotions
- The control of emotions
- How emotions affect our personality
- Positive and negative attitudes which result from emotional conditioning
- Rules for good mental health
- Sources of help for emotional problems

***Suggested Techniques***

- Use situation stories, case histories, and open-end films in which emotions or feelings are illustrated and discussed.
- Role-playing will bring out various social or personal problems. (socio-dramas).
- A series of pictures of facial expressions demonstrating various emotions are excellent stimulants in a lesson on "Feelings".

***Teaching Aids***

- Films and filmstrips are available from the National Film Board, local film libraries, Departments of Health and Welfare at the provincial and federal levels, and other various community agencies.
- Pamphlets are available from the Canadian Mental Health Association, the Department of National Health and Welfare, and Science Research Associates.

**Topic 3**

SOCIAL DEVELOPMENT

***The Family Unit***

This section could include the question of getting along with the rest of the family, promoting family unity, and solving home problems. The guidance worker may also want to touch on the problems created by the working mother, the responsibilities of each family member, and the physical, moral, and emotional climate needed to make a happy home.

***Getting Along With Others***

The class might discuss problems of dating and early marriage. The counsellor may also want to discuss how much responsibility one person has to another and possibly the question of getting along with school-mates, employers, and so on.

***Citizenship***

This heading should cover obligations, privileges, voting procedures, and a general understanding of how the law affects the individual.

***Etiquette***

This is a subject of considerable interest to teen-age students. It should include a general discussion of the place of good manners in our society and also of how the specific rules of good manners are involved. There may also be some discussion of what to do and what to say in certain situations where students are not sure of themselves, e. g., introductions, telephone manners.

***Grooming***

Students might consider the effects of grooming on health, self-esteem and success in certain jobs. They might also discuss appropriate grooming for specific occasions.

***Leisure Time***

The constructive use of leisure time in today's society is of great importance to the 20th century citizen. The class might discuss crafts and skills developed for pleasure or monetary gain, recreation centres, courses that develop wider interests, further education, sports, church and service club activities, cultural centres, charitable activities, and libraries.

- Recognition of "crooked ads"
- Use of the Manpower Centre
- Use of private employment agencies
- Use of the school and its staff
- Use of various businessmen's associations
- Use of organizations or personal contacts
- Creating a job for oneself

***Suggested Techniques***

- Special lessons in which pupils develop their own methods of locating jobs
- A visit from Manpower counsellors or personnel managers
- Evaluation of newspaper advertisements to locate job opportunities

**Topic 4**

APPRAISING THE JOB

- Education, special training, and physical factors required
- Features of a good job—a chance to learn, to grow, to advance, to achieve security
- Qualities an employer looks for in an employee
- Qualities a prospective employee looks for in an employer
- Fringe benefits the prospective employee looks for in a job, such as holidays, insurance, pension, promotion

***Suggested Techniques***

- Have students make a survey of the requirements and special demands of jobs in which they are interested.
- Invite an employer to speak about his expectations of an employee.

**Topic 5**

HOW TO APPLY

- Preparation — "do's" and "don'ts"
- Grooming
- Application forms — practice in spelling, neatness, accuracy in writing
- Letters of application
- The interview
- Follow-up of the interview — why some applicants fail
- Telephone interviews
- Tests used by personnel departments, and their use; assist pupils with suggestions for writing such tests.

***Suggested Techniques***

- Use of various booklets — "How to Apply", etc. issued by the Manpower Department and various insurance companies
- Inviting an employer or a personnel manager into the classroom to role-play job interviews — with pupil evaluations
- Use of socio-dramas
- Use of taped interviews
- Introducing students to various types of application forms

**Topic 6**

PROBLEMS OF THE NEW WORKER

- Getting started
- Keeping the job
- Getting used to the new job
- Being happy at work
- Adjusting to living away from home

Discussion of the above items includes adjusting to the work, hours, working conditions, employee regulations, privileges, responsibilities. The pupil should be aware of what the employer looks for, how to get along with other employees, and developing good work habits. He should be aware of the importance of relationships with fellow employees, especially older workers. He should also seek opportunities to learn about the job and the industry thoroughly.

***Suggested Techniques***

- Act out real life situations.
- Booklets and pamphlets are available from a variety of sources, e.g. Manpower Centres.
- Special classroom lessons could emphasize success on the job — "the ladder of success".

- Invite a former student to discuss his problems when he began his career.

**Topic 7**

WHAT AN EMPLOYEE SHOULD KNOW

- Special benefits — pension plans, group insurance, medical and sick benefit plans, hospitalization, unemployment insurance, workmen's compensation, credit unions, company recreational facilities, paid vacations
- Labour organizations — unions, federations
- Labour legislation — provincial labour standards, Minimum Wage Act, Industrial Standards Act, hours of work and vacation with pay, Fair Employment Practices Act
- Apprenticeship plans — regulations and legislation

***Suggested Techniques***

- A variety of printed material is available on company plans and labour legislation. This could be distributed to pupils.
- Various resource persons might discuss company and union plans with the class.
- A representative of the Department of Labour could speak to the class and distribute printed material.

**Topic 8**

THE PAY CHEQUE

- Pay deductions
- Banking
- Instalment buying
- Income tax forms

***Suggested Techniques***

- Forums and debates on instalment buying may be instituted.
- Pupils may be encouraged to plan their own personal budgets.
- Banking forms and other related forms are easily obtained for use in classrooms.

**Topic 9**

OTHER WORKERS IN THE COMMUNITY

Pupils should be encouraged to learn about other occupations:

- Professionals — doctors, lawyers, social workers, teachers, etc.
- Service occupations and semi-professional workers
- Workers from industry

Pupils should be encouraged to investigate the whole field of occupations following the breakdown of occupations in the most recent census.

***Suggested Techniques***

- Guidance workbooks which describe occupations in detail
- Visitors from industry
- Visits to industry
- Careers expositions or career days
- Monographs

# GRADE 12

## INTRODUCTION

"Know thyself" is fundamental to the learning process. This is the basic concept on which the Grade 12 group guidance course of study is based. All school guidance programs must be directed toward the student's self-realization. The guidance worker must:

- be aware of each individual's growth and development
- be ready to assist each individual to identify and accept his strengths and his weaknesses and to recognize his pattern of behaviour
- be capable of helping each individual to establish realistic life goals.

Because the student's needs, contributions to the group, and life pattern are different, he must be helped to recognize and respect his own individuality and that of others. Therefore, a guidance program must help the individual student towards:

### Self-appraisal

The first task of group guidance in Grade 12 is to assist the student to appraise himself as objectively as possible. The student should assess his interests, abilities, aptitudes, personal characteristics, attitudes, and values. For instance he may draw up his own personal profile based upon recorded interests, aptitudes, mental ability ratings, teachers' assessments, and standings in various subjects. Later in the year, other results may be added to this list.

As time goes on, changes in the profile will occur because the individual is constantly developing. Such development may be accelerated by comparing the new profile with one given at an earlier level. These changes, when they are entered on the profile chart, may show that he is developing and progressing.

### Self-understanding

Self-appraisal helps the student to assess himself objectively and critically, while self-understanding lies in his ability to use such an assessment. Throughout the program, the student should be reminded that the study of educational opportunities, or of social, economic, or technological trends will have greatest meaning for him if each area is viewed in reference to his individual characteristics and needs.

### Self-direction

The primary objective of all education is for each student to direct himself towards realistic goals. Each student must determine for himself what his goals shall be: whether in the field of education, of careers, of leisure time, or of any other.

The emphasis should always be on the development of the student and on his reactions and his needs, rather than on the subject matter or the course of study. Consequently, the methods must be linked to a student's needs and a variety of activities must be planned.

In dealing with any topic whether it belongs to personal, educational, or vocational guidance, the student should be inspired to ask:

- "Where am I?"
- "Where am I going?"
- "What is my potential?"
- "How can I fulfil my potential?"

### *Educational and Vocational Guidance*

The need for further education for both the four-year and five-year student is becoming more evident each year. Thus, it is important to provide each student with information about all educational avenues.

In career planning, the whole spectrum must be considered. Because of the number of jobs available, and because that number increases daily, time can rarely be spared in the classroom to consider an individual occupation except to illustrate some general considerations. However, each student should be required to study the careers that appeal to him as an individual. To accomplish this, there should be a close link between the group work classroom, the Guidance Information Centre, and the resources in the community. The student may obtain further information from reading monographs, pamphlets, charts, calendars, and from community visits. The counselling process should reinforce the student's self-understanding for exploration of education and occupational choices.

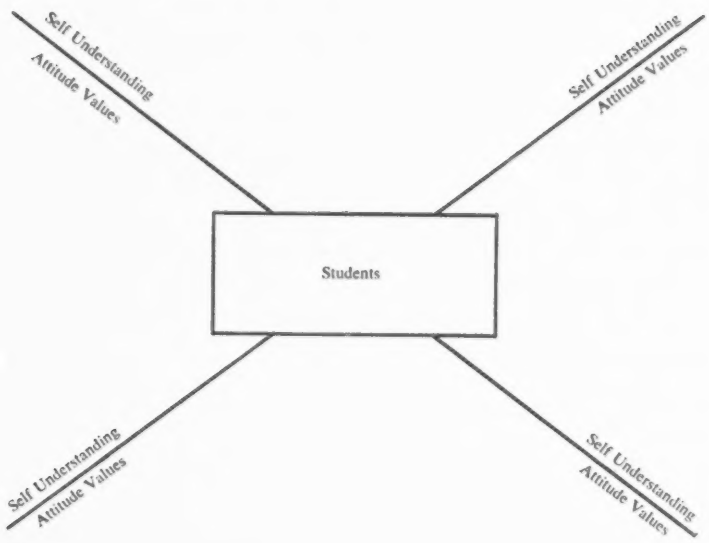
Each unit is divided into several topics. Suggested methods of approach and lists of references and sources are listed for each topic.

**Unit I**

INTRODUCTION

***Where am I?***

- Grade 12
- four or five-year
- year of decision (Primary)




***What is my potential ?***

Tests

- SATO
- SAT
- APT
- INT
- L.C.
- Achievement

***Where am I going?***

- Grade 13 — Special Courses
- University
- College of Applied Arts and Technology
- Teachers' College
- Institute of Technology (nursing, X-ray, lab., etc.)
- Vocational Centre
- Diploma Course — Guelph

- Colleges of Art, Forestry
- Nursing school
- Business school
- Private school
- Apprenticeship courses
- Other

***How can I fulfil my potential?***

- Scholarships
- Bursaries
- Parents
- Local aids
- Government aids
- Summer work
- Other

## UNIT II

STUDY OF SELF

A student must be brought to a level of understanding where he knows his potential. What is his potential? This is one of the major questions that should be considered in order that the student gains self-understanding and is able to make a wise investigation of educational and career opportunities. Such a self-analysis must be accomplished through a variety of activities:

- Analysis of self-profiles
- Test interpretation
- Discussion of values and attitudes

### Topic 1

PLANNING A SELF-PROFILE BOOKLET

What a self-profile booklet should include:

- Academic performance
- Interests
- Aptitudes
- Assessment of personal values, attitudes, and personality traits by means of case studies, one profile sheet for each item.

*Suggested Activities*

- Use of transparencies or handouts to display and discuss imaginary profiles
- Handout — personal profile chart

### Topic 2

- Evaluation of strengths and weaknesses in past performance
- Development of student self-pattern in relation to strengths and weaknesses in various subjects
- Consideration by the student how his school record can affect his educational and career plans

*Suggested Activities*

- Use handout profile.
- Have students record past performance.
- Let students evaluate strengths and weaknesses.
- Discuss how school record can affect his future choices in educational institutions and in career planning.

### Topic 3

INTEREST INVENTORY

- Administration
- Scoring
- Test profile

*Suggested Activities*

- Relate interest areas to educational paths and career choice.
- Transfer interest areas to profile.

### Topic 4

SATO — TEST

- Prepare students for test.
- Administer test.
- Interpret.

*Suggested Activities*

As suggested for SATO students' handbook and teachers' manual.

### Topic 5

APTITUDE TESTS

As for SATO

### Topic 6

PERSONALITY TRAITS

- Use of self-rating charts

*Suggested Activities*

Panel discussion of desirable and undesirable personality traits

### Topic 7

FORMATION OF SUMMARY PROFILE

- Enter summary from each individual profile on summary profile.

See Addendum for Profile Booklet suggestion.

## UNIT III

## EDUCATIONAL PLANNING

Each student must be able to determine what his educational goals will be. Therefore, it is necessary to provide each one with accurate and up-to-date information about post-secondary school educational opportunities.

Each group work teacher must recognize the needs of his particular group and plan the number of periods on each topic in conjunction with the students' needs. Though certain topics will be covered more intensively with some groups, it is felt that all Grade 12 students should be made aware of the post-secondary school educational opportunities. A variety of methods and activities listed below will give the teacher scope to develop or modify one that will work most effectively with his particular group. In addition to the resources listed at the end of the topics, a bibliography has been provided at the end of the outline. Since changes in post-secondary educational opportunities occur so frequently, it is absolutely mandatory that the group work teacher provides accurate and up-to-date resource materials.

It is recommended that many of the topics suggested may be covered in large group presentations or conversely in small group seminars. A combination of both approaches has proven to be most effective.

### Topic 1

PLANNING FOR GRADE 13

- Secondary School Graduation Diploma
- Secondary School Honour Graduation Diploma
- The Grade 13 Program

*Suggested Activities*

- Use handout or overhead projector to illustrate the requirements and details of the Secondary School Graduation Diploma and the Secondary School Honour Graduation Diploma.
- Describe the Grade 13 options by use of overhead projector or handouts.
- Organize a panel of Grade 13 pupils to talk to Grade 12 classes.
- Invite various Grade 13 teachers to describe the demands of the various Grade 13 subjects.
- Bring in class sets of last year's Grade 13 option sheets. Allow pupils to fill them out in groups of four to six, followed by discussion.

*Resource materials*

- Circular H.S.1
- Grade 13 option sheets

### Topic 2

PLANNING FOR UNIVERSITY

- Locality and background
- Academic programs
- The college calendar
- Admission procedures
- Cost
- Campus life, living accommodation, leisure-time activities, clubs and organizations

*Suggested Activities*

- Use overhead projector with map of Ontario to show location of each university.
- Use overhead projector or handouts to illustrate the requirements, courses, and subjects of a typical university. Explain carefully the difference between the general and honour courses.
- Provide students with names and addresses of all universities in Canada.
- Using a class set of university calendars, illustrate how to study a calendar. Provide exercises to ensure that the students are able to understand them.
- Obtain movies or filmstrips from one or two of the universities which can be used to show the difference between high school and university teaching methods.
- Invite graduates attending university to speak to students.
- Organize a "University Night".
- Plan a trip for your students to a nearby university campus.

*Resource materials*

- University calendars
- **Horizons** — Department of University Affairs
- M. D. Parmenter — **You and University** — The Guidance Centre
- M. D. Parmenter — **Your Further Education** — The Guidance Centre

**Topic 3**

PLANNING FOR TEACHERS' COLLEGE OR A COLLEGE OF EDUCATION

- Opportunities in teaching
- Location of nearest teachers' college or college of education
- Admission requirements
  personality characteristics
  academic requirements
- Cost
- Programs available
- Teaching certificates
- The role of the teacher in our society

***Suggested Activities***

- Invite a representative from a teacher training institution to speak to interested students.
- Organize a visit to a nearby teachers' college and/or college of education.
- Study brochures and calendars related to institutions concerned.

***Resource materials***

- Booklet, **Teaching in Elementary Schools** — Ontario Department of Education
- Calendars of the various teachers' colleges and colleges of education
- M. D. Parmenter — **You and University** — The Guidance Centre
- M. D. Parmenter — **Your Further Education** — The Guidance Centre

**Topic 4**

THE OTHER POST-SECONDARY SCHOOLS AND COLLEGES

Each can be studied by following the suggested outline shown below. This outline can be applied to colleges of applied arts and technology, American junior colleges, hospital schools including schools of nursing, polytechnical institutes, and other such institutions.

The general ignorance of the public about post-secondary school institutions other than universities is such that it is considered wise to present, in part at least, some information to the Grade 12 students about all such institutions. Those students who have a particular interest or inclination towards any one of the institutions should be provided an opportunity to investigate their area of interest carefully.

***Physical characteristics***

- Kinds of communities in which such institutions are located
- History
- Economic resources
- Size

***Structure***

- Number and kinds of departments
- Organization within departments
- Calendar of school year
- Control and financing
  civil
  denominational
- Personnel
- Quality of teaching staff, special services available including residences, food services, health services, counselling services, placement services, etc.
- Fees and financial aids
- Type of student body
  sex, race, religion, geographic range, social and economic background, intellectual attitudes of students, number of local students attending, etc.
- Extracurricular programs
- General character of the institution
  values — intellectual, moral, and social point of view promoted by the institution
  images — what informed people and the general public think

***Suggested Activities***

- Invite a representative from the institution to address the class.
- Organize a visit to the institution.
- Use an overhead projector or handouts to illustrate courses, subjects, requirements, etc.

**Topic 5**

PLANNING FOR APPRENTICESHIP

The following planned detail can be used in conjunction with booklets and pamphlets issued by the Provincial Department of Labour and other sources

- Areas, designated, industrial
- Application forms
- Qualifications — age, education
- Other school requirements
- Length of course
- Contract
- Transfer
- Certificate of Apprenticeship
- Certificate of Qualification

***Suggested Activities***

- Show an overhead or board outline supplemented by a handout illustrating the various apprenticeships, their requirements, and length.
- Discuss apprenticeship contracts and their importance. Use sample contract as basis for discussion.
- Suggest that interested students write the Department of Labor for material or get in touch with the Department of Labour representative for the area.
- As a follow-up, invite the Department of Labour Counsellor to the school to speak with interested students.
- Arrange visits, tours, or co-operative programs whenever possible.

**Topic 6**

FINANCING AN EDUCATION

***Sources of Money***

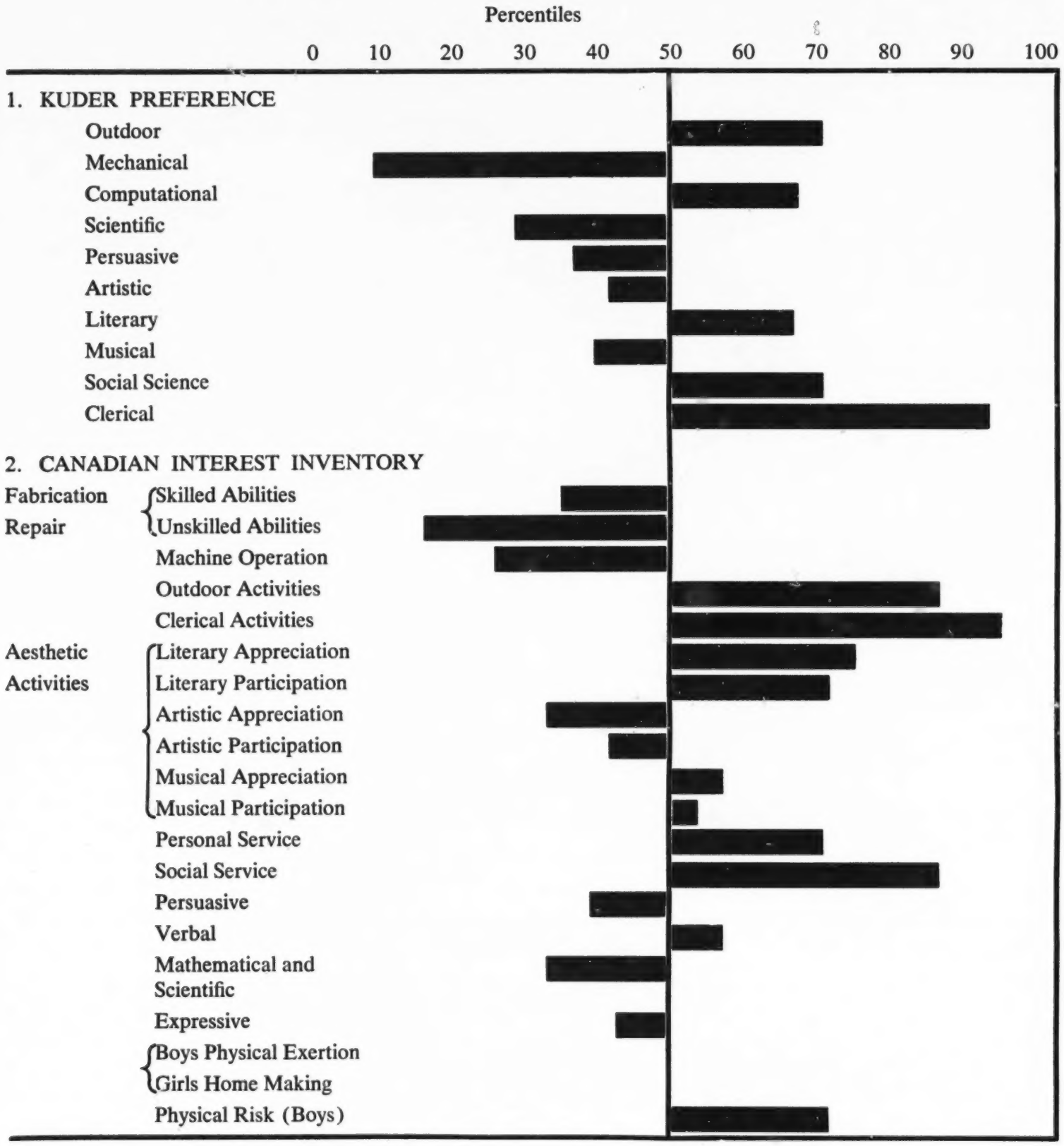
- Scholarships (explanation): local scholarships, commercial scholarships, Ontario Scholarships, university entrance scholarships
- Bursaries (explanation): local bursaries, commercial bursaries, Regular Officer Training Plan (R.O.T.P.), Royal Canadian Legion and Auxiliary Bursaries in Ontario
- Loan funds (explanation): Canadian Student Loans Plan, university loan funds, bank loans
- Students' savings and summer jobs
- Parents

***Suggested Activities***

- Bring in a class set of commencement exercise booklets.
- Hand out copies of lists of local awards.
- Hand out copies of booklet "Ontario Student Awards" prepared by the Department of Education.

# INTEREST PROFILE OF A GRADE 12 STUDENT

Name.....



## Where Publishers May Be Reached

Collier-Macmillan Canada, Ltd.
539-Collier-Macmillan Dr.
Galt, Ontario

Encyclopedia Britannica Publications Ltd.
151 Bloor St. W.
Toronto 5, Ontario

Fitzhenry & Whiteside Ltd.
1590 Midland Ave.
Scarborough, Ont.

W. J. Gage Ltd.
1500 Birchmount Rd.
Scarborough, Ont.

General Publishing Co. Ltd.
30 Lesmill Rd.
Don Mills, Ont.

Ginn and Company
35 Mobile Dr.
Toronto 16, Ont.

Guidance Centre
College of Education
University of Toronto
Toronto 5, Ontario

Holt, Rinehart and Winston of Canada Ltd.
833 Oxford St.
Toronto 18, Ont.

Longmans Canada Ltd.
55 Barber Greene Rd.
Don Mills, Ont.

McAinsh & Co. Ltd.
1835 Yonge St.
Toronto 7, Ont.

McClelland & Stewart Ltd.
25 Hollinger Rd.
Toronto 16, Ont.

McGraw-Hill Co. of Canada Ltd.
330 Progress Ave.
Scarborough, Ont.

The Macmillan Co. of Canada Ltd.
70 Bond Street
Toronto 2, Ont.

Thomas Nelson & Sons (Canada) Ltd.
81 Curlew Drive
Don Mills, Ont.

Prentice-Hall of Canada Ltd.
1870 Birchmount Rd.
Scarborough, Ont.

Random House of Canada Ltd.
10 Vulcan St.
Rexdale, Ont.

The Ryerson Press
299 Queen St. West
Toronto 2B, Ontario

Queen's Printer
Ottawa, Ontario

Science Research Associates
44 Prince Andrew Place
Don Mills, Ontario